



EYFS Curriculum Overview 2026–2027

Preschool

Our Preschool curriculum provides ambitious, language-rich and developmentally appropriate foundations through purposeful play, talk, first-hand experiences and high-quality interactions. Learning is carefully sequenced to build children’s confidence, independence, knowledge and skills, ensuring clear progression and strong preparation for Reception.

Theme	Me and My Family 7 weeks 2 days Tuesday 1 st September – Wednesday 21 st October	Superheroes 7 weeks Monday 2 nd November – Friday 18 th December	Creepy crawlies 6 weeks Monday 4 th January – Friday 12 th February	Roots Shoots and Fruits 4 weeks 4 days Monday 22 nd February – Thursday 25 th March	Dinosaurs 6 weeks 3 days Monday 12 th April – Wednesday 26 th May	Space Explorers 6 weeks 2 days Monday 7 th June – Tuesday 20 th July
Possible ideas for enhancements (These can be adapted at various points to allow for children’s interests)	• Birthdays • Family and friends • Pets and homes • Autumn/Halloween	• Bonfire Night • Diwali/Christmas • Remembrance Day • Winter • People who help us	• Weather/winter • Chinese New Year • Valentine’s Day • Minibeast hunt • Bug hotel focus	• Dress up • Easter/Pancake Day • Planting and growing • Fruit/vegetable tasting	• Animals • Hot and cold • Fossil dig • Dinosaur museum role play	• Beach/holidays • Night sky • Rocket mission • Changes/moving on • Summer
Communication, Language and Literacy	• Enjoy daily stories, rhymes and songs. Join in with repeated words and actions. • Talk about familiar people and experiences using simple sentences. Begin to listen to others in a small group.	• Retell familiar parts of stories using pictures, props and repeated phrases. • Learn and use new vocabulary from themes and texts. • Ask and answer simple questions and begin to take turns in conversation.	• Sequence 2–3 events from a familiar story or experience. • Describe characters, objects and events with increasing detail. • Listen to a short story and recall key information with	• Use longer sentences to explain ideas and experiences. • Predict what might happen next and give a simple reason. • Rehearse a sentence orally before drawing or early writing.	• Retell a familiar story in sequence with less adult support. • Use newly learned vocabulary independently. • Explain what happened and why, and sustain a back and-forth conversation for	• Speak confidently about an event, story or idea. • Listen and respond appropriately to others. • Use connected sentences, story language and increasingly precise vocabulary, ready for

			adult prompts.		several turns.	Reception discussion and storytelling.
Reading For Pleasure/Early Literacy	• Choose books independently and handle them carefully. • Enjoy repeated reading and talk about pictures, characters and favourite parts. • Notice print in the environment and recognise own name with support.	• Join in with refrains and repeated phrases. • Talk about the beginning and end of familiar stories. • Recognise own name and some familiar logos/signs. • Begin to notice that print carries meaning.	• Use pictures and story knowledge to retell events. • Talk about characters and settings. • Notice words that begin with the same sound and begin to recognise some familiar letters from names and the environment.	• Recall and sequence key events. • Make simple predictions. • Recognise an increasing number of familiar letters and connect some letters with their sounds through playful, meaningful activities.	• Talk about why events happen and compare familiar texts. • Use vocabulary from books in play and conversation. • Begin to blend orally heard sounds in simple words where developmentally appropriate.	• Retell and discuss familiar books with increasing independence. • Express preferences and reasons. • Recognise own name confidently and a growing range of familiar letters/sounds, providing a secure bridge into Reception phonics.
Writing / Mark Making	• Enjoy making marks with a range of tools and give meaning to marks and drawings. • Develop control through large- and small-scale movements. Begin to recognise own name.	• Use lines, circles and other controlled marks in drawings and play. • Attempt to copy or represent some shapes from own name. • Talk about what marks or pictures mean.	• Use drawings and marks to communicate an idea or message. • Begin to attempt recognisable letters, especially from own name, without expectation of correct formation.	• Give an oral sentence or message before representing it through drawing, marks and emerging letters. • Write some letters from own name with increasing control.	• Use marks, symbols and recognisable letters for real purposes such as labels, cards, lists and signs. • Begin to hear and represent an initial sound when ready.	• Write own name with increasing independence and control. • Use drawings, letters and emerging sound knowledge to communicate meaning, ready to develop more systematic writing in Reception.
Phonics	Phase 1 focus: Tune into environmental sounds; copy and identify sounds; enjoy rhyme,	Phase 1 focus: Distinguish instrumental sounds and body percussion; copy simple sound	Phase 1 focus: Develop rhythm, rhyme and alliteration; identify words that sound the	Phase 1 focus: Explore voice sounds and oral blending/segmenting through games, e.g.	Consolidate Phase 1 across daily provision. Strengthen oral blending and	Secure the listening, rhyme, alliteration and oral blending foundations needed for Reception.

	rhythm and repeated patterns.	patterns; continue rhyme and listening games.	same at the end; notice words beginning with the same sound.	hearing parts of simple words without formal written-word expectations.	segmenting, listening attention and sound discrimination. Introduce letter-sound links only where children are developmentally ready.	Children who are ready may recognise selected letter-sound correspondences, while teaching remains responsive rather than accelerating through Reception content.
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Prime Areas

Personal, Social and Emotional Development 	Core Value Lesson: Love Me and My Relationships: • Marvellous me! • I'm special • People who are special to me	Core Value Lesson: Respect Valuing Difference: • Me and my friends • Friends and family • Including everyone	Core Value Lesson: Ambition Keeping Safe: • People who help me and keep me safe • Safety Indoors and Outdoors • What's safe to go into my body	Core Value Lesson: Love Rights and Respect: • Looking after myself • Looking after others • Looking after my environment	Core Value Lesson: Respect Being My Best: • What does my body need? • I can keep trying • I can do it!	Core Value Lesson: Ambition Growing and Changing: • Growing and changing in nature • When I was a baby • Girls, boys and families
Physical Development (Gross and Fine Motor) and Health and self-care	• Develop core strength, balance and coordination through climbing, running and large movements. • Explore dough, threading and simple tools. • Practise handwashing and toileting routines.	• Move in different ways and negotiate space. • Develop hand strength and a comfortable tool grip through play. • Put on or remove simple clothing with support.	• Throw, catch, kick and roll large balls with increasing control. • Use one-handed tools such as brushes and dough tools. • Make healthy food and drink choices with guidance.	• Develop control when using pencils, scissors and construction tools. • Move safely at different speeds and directions. • Understand the importance of sleep, movement and asking adults for help.	• Coordinate movements in games and obstacle courses. • Use cutlery and tools with greater control. • Manage toileting, handwashing and dressing with increasing independence.	• Show the strength, coordination, tool control and self-care independence needed for Reception routines. • Develop an effective pencil grip naturally through fine-motor experiences rather than forced formation.

Physical Development – Fine Motor / Handwriting Readiness	• Develop gross motor strength and shoulder stability through large movements. • Build hand and finger strength through dough, threading, squeezing and manipulating tools. • Explore purposeful mark making using a range of media.	• Develop increasing control of mark-making tools. • Practise comfortable sitting, hand dominance and a developmentally appropriate grip. • Explore lines, circles and simple pre-writing movements through large-scale and sensory activities.	• Explore and copy Letter-join pre-writing patterns through movement, air-writing, sensory trays and large-scale mark making. • Develop directionality, hand-eye coordination and increasing pencil control.	• Continue and refine pre-writing shapes and patterns. • Develop accuracy, pressure and control when using pencils, scissors and other one-handed tools. • Copy familiar shapes and letter-like forms where appropriate.	• Consolidate pre-writing movements and increasingly controlled pencil use. • Develop a comfortable, efficient grip. • Attempt familiar letter shapes, particularly letters from own name, when developmentally ready.	• Apply established fine-motor skills, posture, grip and pre-writing movements with increasing independence. • Show the physical control and confidence needed to begin more explicit letter-formation teaching in Reception.
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Specific Areas: Mathematics and Understanding the World

The 24 blocks can be accessed at any stage of children starting Preschool. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting preschool in different intakes through the year.

Mathematics	Block 1: More, fewer, some Block 2: Exploring and building with shapes and objects Block 3: Exploring patterns and repeats Block 4: Hear and say number name Block 5: Begin to order number names Block 6: See 1, 2, 3 Block 7: Join in with repeats Block 8: Explore position and space		Block 9: Show me 1, 2, 3 Block 10: Move and label 1,2,3 Block 11: Exploring position and routes Block 12: Exploring first patterns Block 13: Taking and giving 1, 2, 3 Block 14: Matching, talking, pushing and pulling Block 15: Talking about dots Block 16: Comparing and sorting collections		Block 17: Own repeats Block 18: Starting to Puzzle Block 19: Making patterns together Block 20: Make games and actions Block 21: Show me 5 Block 22: My own pattern Block 23: Stop at 1, 2, 3, 4, 5 Block 24: Match, sort, compare	
Understanding the World (Science)	• Explore the immediate environment using the senses. • Talk about body parts, familiar animals and everyday materials. Notice seasonal changes.	• Investigate light/dark, sound, weather and materials through first-hand experiences. • Ask simple questions and talk about what is noticed.	• Observe changes in living things and the environment. • Talk about what plants and animals need. • Explore freezing/melting and other simple changes through supervised investigation.	• Plant seeds and care for living things. Observe growth over time and describe similarities, differences and changes using developing scientific vocabulary.	• Explore habitats, food, health and seasonal change. • Make simple predictions and compare what happens in practical investigations.	• Use observation, questions and simple explanations to talk about the natural world. • Recall changes over time and make links between experiences, preparing for more structured Reception investigation.

Understanding the World: People, Culture, History and Geography	• Talk about home, family and people who are important. • Recognise familiar places and routines. Begin to use simple past/present language about own experiences.	• Notice similarities and differences between families and celebrations. • Talk respectfully about familiar traditions and special events represented in the setting.	• Explore the local environment and simple routes. • Use positional language and notice features of home, school and the local area.	• Talk about how people and places change over time using photographs, stories and personal experiences. • Learn about a range of cultures and traditions in meaningful contexts.	• Compare familiar environments, homes and ways of life. • Talk about journeys, maps and places beyond the immediate setting. • Ask questions about people and places.	• Sequence familiar events and talk about past and present with increasing clarity. • Recognise that people live in different places and have different traditions, ready to broaden this knowledge in Reception.
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Specific Areas: Expressive Arts, Computing

Expressive Arts and Design	• Explore paint, collage, dough, construction, music and movement freely. • Join in with familiar songs and rhymes. • Use pretend play based on familiar experiences.	• Choose materials and begin to talk about creative choices. • Keep a simple beat and explore loud/quiet, fast/slow. • Develop simple storylines in role play.	• Combine materials and learn simple joining techniques. • Draw with increasing intention. • Recreate familiar experiences through music, movement and imaginative play.	• Develop an idea over time, adding details to drawings, models or constructions. • Explore colour mixing, texture and pattern. Perform familiar songs and stories in a group.	• Plan what to make and select suitable resources. • Adapt work when needed. • Create more sustained imaginative narratives with others and respond to music through movement.	• Create, adapt and talk about own artwork, models, music and imaginative play with increasing independence. • Perform and collaborate confidently, providing a strong foundation for Reception creative work.
Computing / Online Safety	• Explore paint, collage, dough, construction, music and movement freely. • Join in with familiar songs and rhymes. - Use pretend play based on familiar experiences.	• Choose materials and begin to talk about creative choices. • Keep a simple beat and explore loud/quiet, fast/slow. • Develop simple storylines in role play.	• Combine materials and learn simple joining techniques. • Draw with increasing intention. • Recreate familiar experiences through music, movement and imaginative play.	• Develop an idea over time, adding details to drawings, models or constructions. • Explore colour mixing, texture and pattern. Perform familiar songs and stories in a group.	• Plan what to make and select suitable resources. - Adapt work when needed. • Create more sustained imaginative narratives with others and respond to music through movement.	• Create, adapt and talk about own artwork, models, music and imaginative play with increasing independence. • Perform and collaborate confidently, providing a strong foundation for Reception creative work.
Parent Partnership	➤ Welcome families; ➤ Gather information about children's interests,	➤ Christmas Production ➤ Stay and Play ➤ Provide simple ideas for talk, stories,	➤ Share practical activities linked to language, physical development	➤ Support consistent routines for independence, self-care and communication.	➤ Begin Reception-transition conversations. Encourage independence with belongings, dressing,	➤ Sports Day ➤ Share transition information with families and Reception staff.

	routines and starting points. ➤ Share settling-in support and ways to continue familiar songs/stories at home.	independence and play at home.	and early maths.		toileting, listening and talking about school positively.	➤ Provide opportunities to become familiar with Reception routines while celebrating Preschool achievements
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